

region. It is further suggested that such a model may also meet the community's needs for greater access to legal aid which is "virtually inaccessible to ordinary citizens in New South Wales".

#### Options for practical legal training

J Marsden

4 *L Socy J* August 1993 p 4

Letter to the editor. The author replies to the article of Professor Goldring in the *Law Society Journal* of July 1993, arguing that many students may be denied access to practical legal training if it is limited to service in legal aid centres. It is suggested that there are a greater range of positions and experiences available in private, government and corporate practice and the relatively small number of legal aid centres alone could not accommodate the numbers of students requiring training.

#### Entry level preconditions in substantive law for students commencing (The College of law) PLT

K Winsor

10 *J Prof L Educ* 1, pp 57-81

\* This article reports on a project which is the first stage of a proposed three stage study into entry level knowledge of students undertaking the New South Wales College of Law Course [a post-graduation pre-admission practical training course].

It explores some of the problems apparent when comparison is made of students' actual legal knowledge at the time of entry with College expectations and assumptions. College staff perceptions and close curriculum analysis suggested a need to create more concrete criteria of College preconditions. From questionnaire answers, comparison was made between the perceptions which samples of entrants to two College courses had towards their entry level knowledge in College subjects, and the scope of those subjects studied at undergraduate level. This exercise produced lists of those undergraduate subjects roughly relevant to College subjects. These lists in turn provide areas for further enquiry, both from students about the subjects for which they have a need, and from institutions, as to what specifically the subjects comprised.

Students in a later course gave perceptions of their degree of adequacy to commence the College course, which produced indications of uncertainty on their parts as to either the College preconditions or the nature of the Course. These findings were compared with College staff perceptions about time taken for early remedial

teaching and the desirability of integrating students' existing skills into the College curriculum. A number of conclusions was reached.

Final comparisons of students' knowledge and College preconditions will enable decisions to be made about bridging courses and optional subjects in any new College curriculum.

#### The practical experience component of the proposed Professional Program in New South Wales

C Roper

10 *J Prof L Educ* 2, pp 235-260

The article records the resolution of the New South Wales Law Society to re-introduce practical experience as a pre-admission requirement. It develops a statement of the essence or essential elements of work experience. It then outlines the history of events leading up to the abolition of articles and the subsequent reviews of legal education. It then briefly considers the requirements in regard to practical experience in other jurisdictions and professions. It then states the proposed required, with brief commentary. Finally particular problems and issues which arise from the new requirement are discussed.

#### The practical training component of the proposed Professional Program in New South Wales

N Carter

10 *J Prof L Educ* 2, pp 261-284

The article states and discusses the rationale and aim of the course of practical training under the proposed Professional Program. It sets out a schema for organisation of course objectives which was the design tool used in developing the new course. It then outlines the continuing practical training component which will be provided during practical experience.

#### Alternative dispute resolving in practical legal training - too little, too late?

S Carr-Gregg

10 *J Prof L Educ* 1, pp 23-41

\* This article analysis the role of alternative dispute resolution (ADR) in the lawyering process, a role which contrasts with the historical litigious focus of undergraduate legal education. It discusses whether ADR should be taught to law students, how much and in what phase of legal education.

The author concludes that it is appropriate to teach ADR in the practical legal training (PLT) phase primarily because the content and method are in sympathy with other areas of PLT: the teaching style needed is

already offered in PLT courses; teaching ADR enhances other PLT teaching and the proximity to practice increases the impact of ADR teaching.

#### Articles of clerkship - Council recommendations

*Proctor* Jan/Feb 1993, p 8

An outline of the conditions of employment of articulated clerks in 1993 as recommended by the Council of the Queensland Law Society.

#### PLT and the winds of change

*Bulletin SA* April 1993, p 7

Discusses the funding crisis facing South Australia's Graduate Diploma Course in Legal Practice, and the change to a twice yearly intake to accommodate the predicted number of South Australian law graduates. The impact of the mutual recognition legislation is also discussed in the context of practical legal training and admission standards.

#### Time to bite the bullet on legal education

14 *Bulletin SA* 11, p 5

The editorial writer discusses the problems facing law students and the profession with respect to practical legal training. It is acknowledged that the culmination of such factors as the growing numbers of law students, mutual recognition, national admission and a decline in the funds available from the Guarantee Fund will all contribute to the need for tough solutions in the near future. Options canvassed include; cutting intake numbers to the universities, addressing the expectations of those entering the study of law, pressuring universities into introducing practical training into undergraduate programs, and restructuring the current practical training program. Supervised practical work is discussed but dismissed as an unrealistic option in the current economic climate.

## PURPOSE

#### Too many cooks? Do we need more law schools?

67 *Law Inst J* May 1993, p 349

The chairman of a national law firm and the dean of one of Australia's newest law schools respond to questions regarding the number of new law schools and their role in the training of lawyers for the profession.